

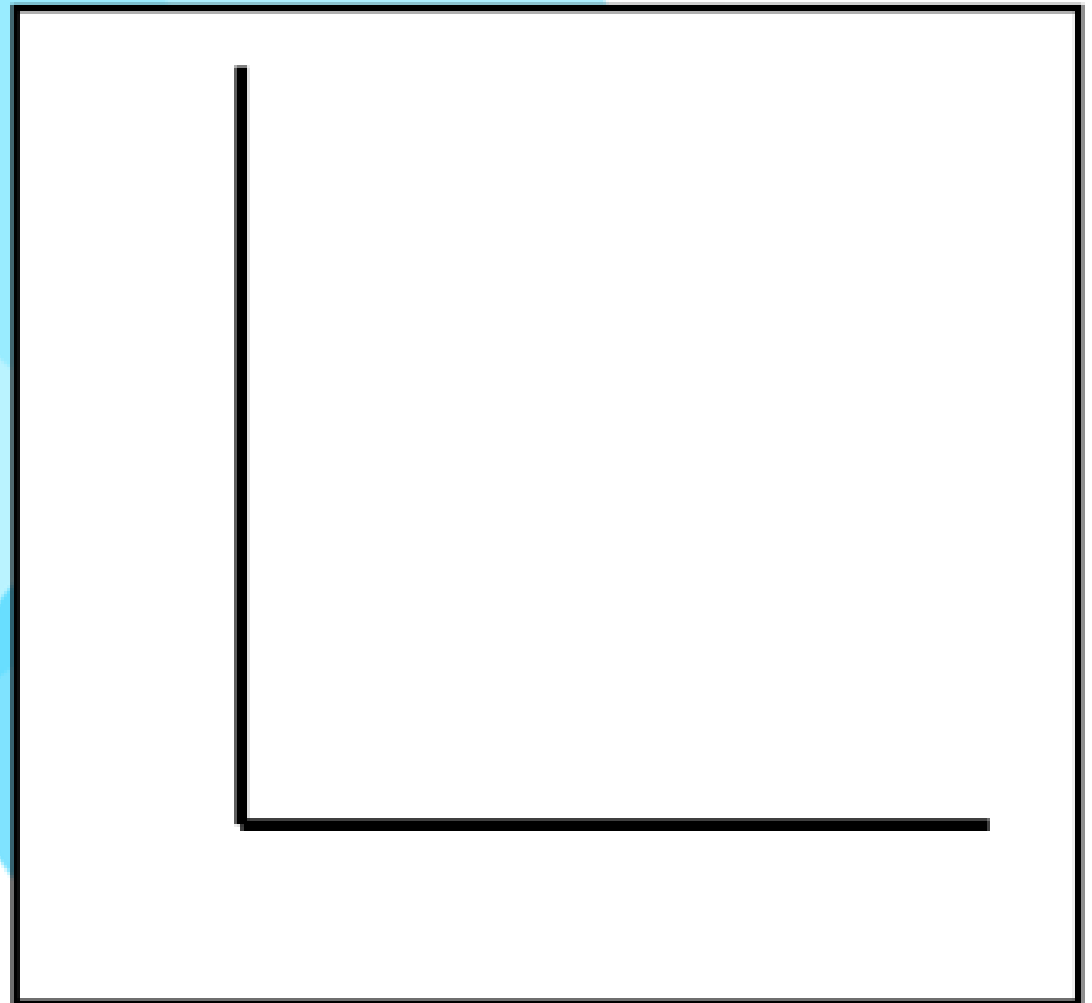
## Grade 2

# Formative Assessment Review of Math Indicators for Data Analysis and Probability

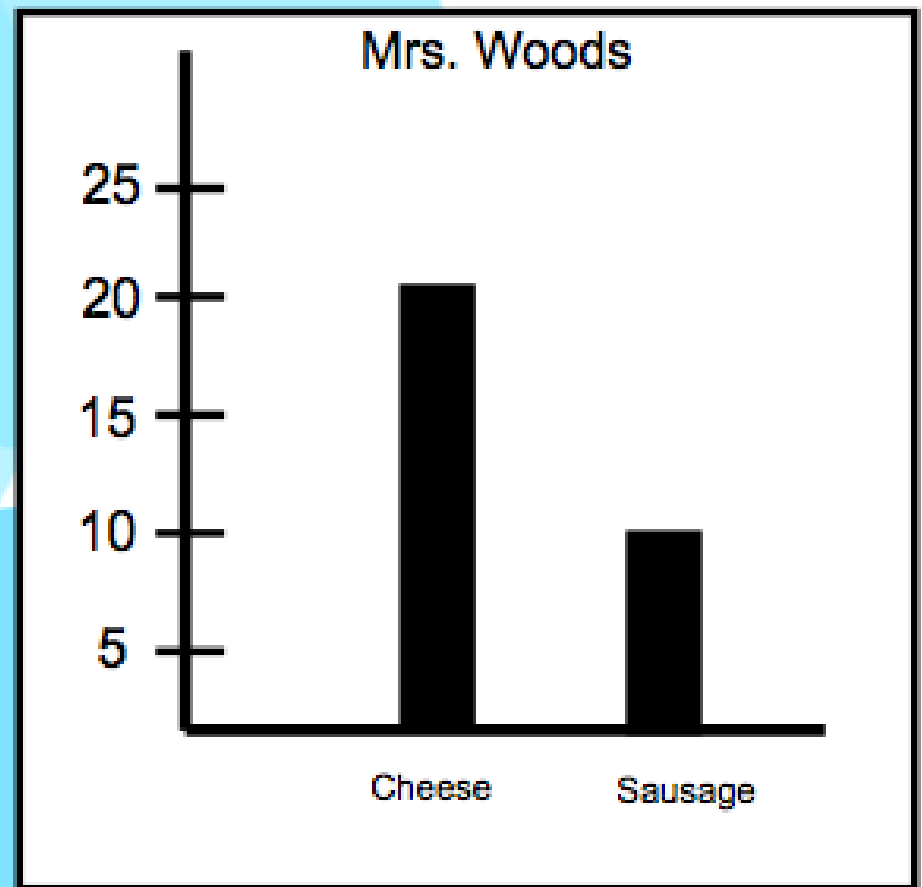
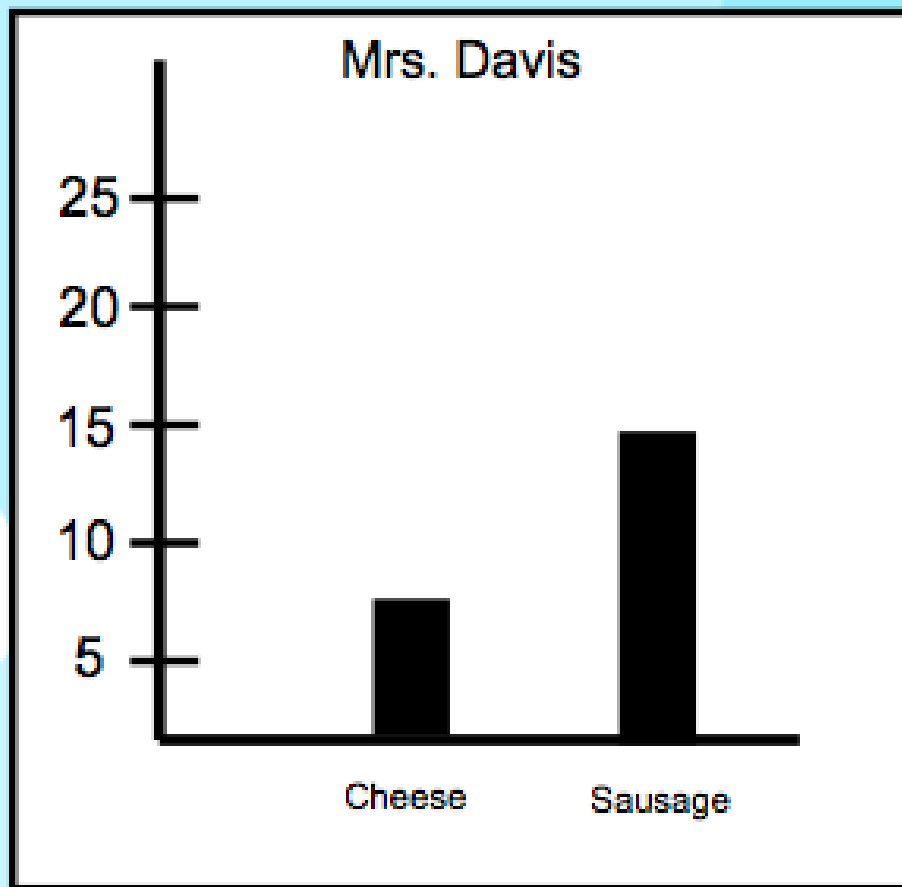
Directions: Students use their mini marker boards to answer each of these questions. Students hold up their answer so that teachers can earmark intervention needs. This formative assessment contains one question from each of the 13 indicators of this standard. Use the mimio slide to review and explain the answer or have students demonstrate their understanding by explaining it to the rest of the class.

The students in Mrs. Lyons' class were asked about their favorite ice cream. The data are recorded in the following table. Make a bar graph from the data.

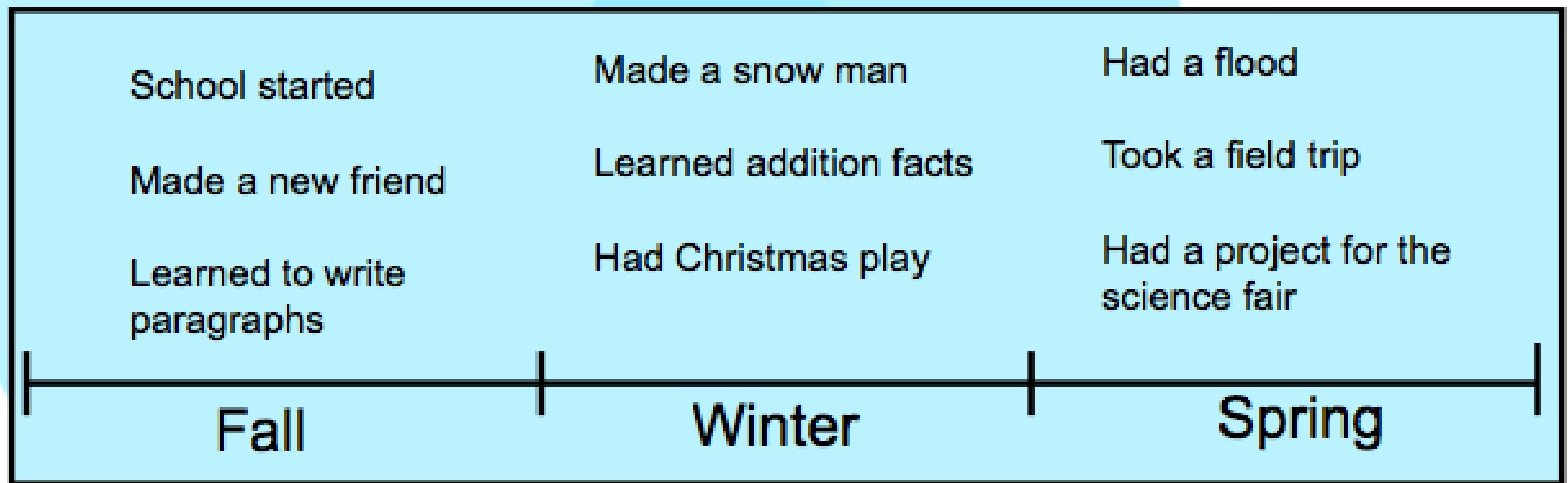
| Ice Cream       | Number of Children |
|-----------------|--------------------|
| Vanilla         | 12                 |
| Chocolate       | 13                 |
| Cookie Mix      | 7                  |
| Chocolate Fudge | 3                  |



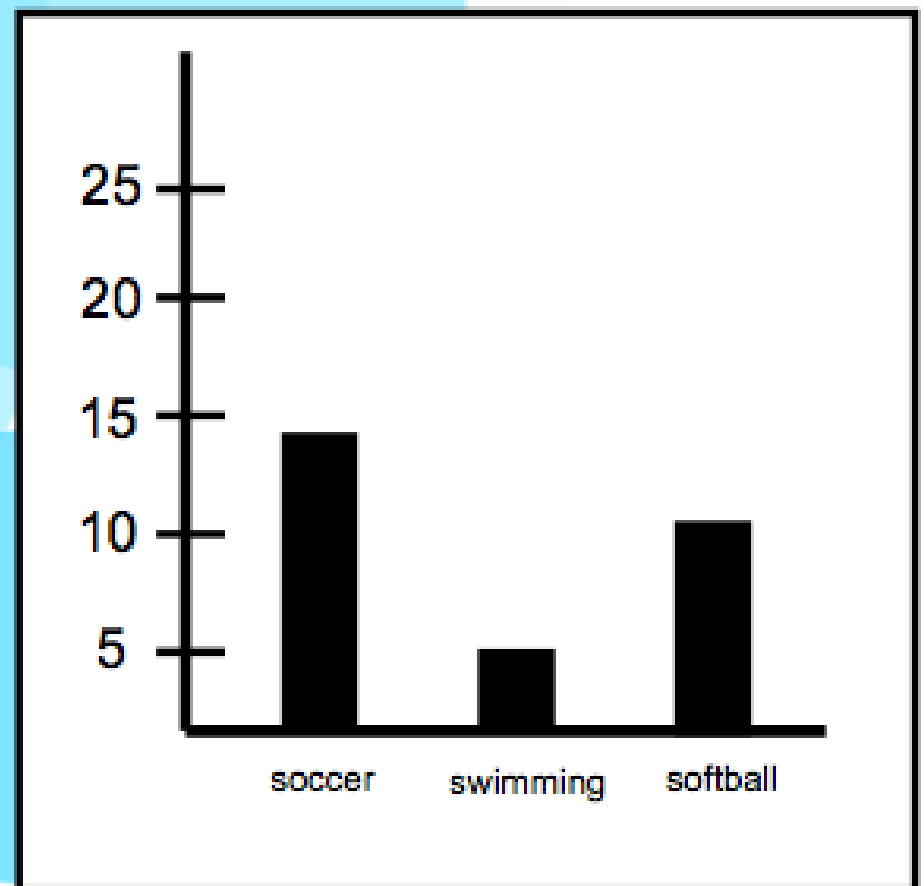
Look at the following graphs and decide which class likes cheese pizza the best.



The following is Amanda's timeline for the 2002-2003 school year. These are some of the things she wants to remember. What did she want to remember in the spring?



The following graph represents the favorite sport of the students in Mr. Haney's second grade class. State two things you observe from the graph.

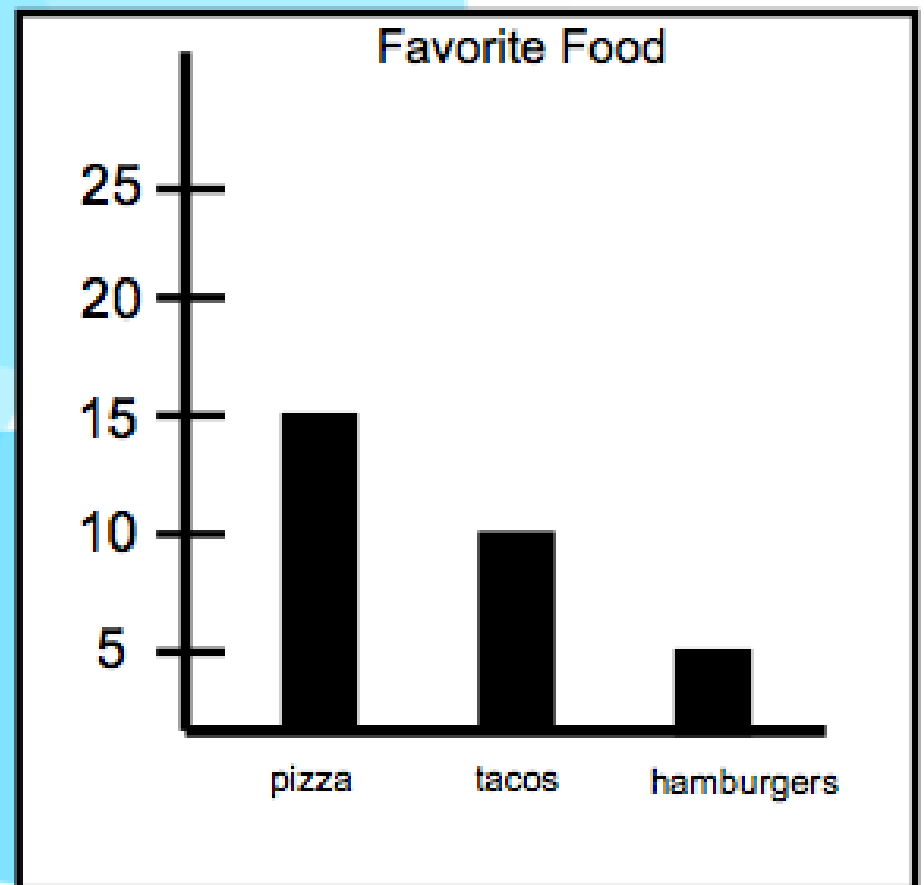


Study the graph below and determine which statements are not true.

A. Hamburger is the favorite food.

B. Pizza is the favorite food.

C. More students prefer hamburgers than tacos.



The following graphs represent the favorite foods of students and parents in Ms. Conley's second grade class. Which of the statements below are true?

Parents Favorite Food



Students Favorite Food



- A. Parents prefer steak.
- B. Students prefer pizza.
- C. Both parents and students prefer pizza.

The students in Mr. Dunaway's 2nd grade class were looking at the Indicator 7 in the Data Analysis and Probability Standard. The experiment they decided to do was to flip a coin 10 times. They recorded the results in the following table.

| Coins | Tally             | Total |
|-------|-------------------|-------|
| Heads | IIII              | 4     |
| Tails | <del>IIII</del> I | 6     |

- A. They were more likely to get a head.
- B. They were more likely to get a tail.
- C. They were equally likely to a head as well as a tail.



What will the third arrangement look like?

